DOCUMENT RESUME

ED 311 574 EA 021 345

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TITLE Implementation of a Northeast Regional Credential for Educators in New England and New York. A Policy Group Issue Brief.
INSTITUTION Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
PUB DATE 89
NOTE 29p.; Paper prepared for the Chief State School Officers of the Northeast and the Steering Committee of the Northeast Common Market Project and presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
AVAILABLE FROM Publication Sales, Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 ($7.50 plus $2.50 shipping and handling).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Certificates; Elementary Secondary Education; *Teacher Certification; *Teacher Education; *Teacher Placement; *Teacher Qualifications; Teacher Selection; *Teacher Supply and Demand
IDENTIFIERS New England; *Northeast Regional Credential

ABSTRACT

This document presents the Certification Working Group's proposal for a first step in the creation of the Northeast Common Market--the development of a Northeast Regional Credential (NRC). It is proposed that the NRC will function on the premise that an individual who receives an initial regular teaching certificate could also receive an NRC. The NRC is defined in the first section followed by a description of what it would look like in action, a list of the opportunities it would afford and the issues it presents, such as supply and demand impact, employment opportunities, placement assistance, uniformity in certification requirements, college recruitment, and testing requirements. Included is a review of the actions that have been undertaken to enable the implementation of the regional credential and a brief overview of future considerations. Eight data tables of completed interstate certification contracts and comparability of certificates/endorsements across New England and New York are appended. (SI)

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Implementation of a Northeast Regional Credential

for Educators in New England and New York

An Issue Brief

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IMPLEMENTATION OF A NORTHEAST REGIONAL CREDENTIAL FOR EDUCATORS IN NEW ENGLAND AND NEW YORK

28 March 1989

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Implementation of a Northeast Regional Credential for Educators in New England and New York

Background

Recent studies of teacher supply and demand in the region suggest that the Northeast states constitute an interdependent or interlocking network for educators. In this interdependent region, policies implemented by one state may impact neighboring states and vice versa. In response to these regional studies and several national studies, which often offered conflicting views of supply and demand of teachers into the 21st century, the chief state school officers of the Northeast asked The Regional Laboratory for Educational Improvement of the Northeast and Islands to assist them. The response has taken the form of a two-year effort called the Northeast Common Market Project.

The goal of this project -- supported by the National Center for Education Statistics through the Council of Chief State School Officers, The Regional Laboratory for Educational Improvement of the Northeast and Islands, the Bank of New England, and the Massachusetts Department of Education -- is to move toward the development of a common market for educators in the region. The core of the effort consists of several interrelated sets of activities that are to be completed by state agency working groups, outside consultants, and the Massachusetts Institute for Social and Economic Research (MISER) at the University of Massachusetts at Amherst. Work of the outside consultants, the working groups, and MISER is overseen by a Steering Committee made up of representatives from each state's education department. In addition, input from other stakeholders will be solicited. The Policy Group of The Regional Laboratory is staff to the working groups and the Steering Committee.

The findings and recommendations from each activity will be presented to the chief state school officers at various times during the project to inform the policy-making process in each state. The anticipated result of the project is proposed policies to enable the creation of a regional common market for educators.

To date, the MISER group has gathered data on the supply and demand of educators in the seven states of the region. These data will be used to create an interactive database on facilities provided by the Bank of New England. After the conclusion of the project (June 1990), it is anticipated that individuals in each state department of education will be prepared to maintain and use the interactive database and simulation software.

In response to the Steering Committee's request for information regarding incentives, an outside consultant has compiled and analyzed information on salaries, working conditions, retirement benefits, seniority and tenure, quality of life, and cost-of-living within and across states in the region and has made broad recommendations regarding future steps toward establishing a regional common market.

In other activities, a Teacher Induction Working Group is discussing teacher induction activities in the region and a survey of working conditions of administrators is being considered.

During the first meeting of the Steering Committee, a Certification Working Group -- comprised of certification directors from each state and a Lab Policy Group staff member -- was created. Its purpose was to determine the similarities and differences among the certification requirements (academic, experiential, examination, and other) for each of the states and to propose a means to develop a Northeast Common Market for Educators. In reviewing the certification requirements pertaining to elementary and secondary certificates and endorsements across the region, it became apparent to members of the Certification Working Group that achieving commonality in these requirements would be a long-range task, at best. A brief review of the similarities and differences in certification titles for elementary, secondary academic subjects, special subjects, special education, vocational education, support personnel, and administrators across the states resulted in a similar assessment.

Further discussion revealed that all of the states in the Northeast are parties to the Interstate Certification Compact (ICC) for at least one of its four categories (see Appendix A). Therefore, in August 1988, the Certification Working Group recommended the institution of a Northeast Regional Credential patterned upon the procedures of the ICC.

This paper, then, presents the Certification Working Group's proposal for a first step in the creation of the Northeast Common Market -- the development of a Northeast Regional Credential. It offers a definition of a Northeast Regional Credential, a description of what it would look like in action, a list of the opportunities it would afford and the issues it presents, a review of the actions that have been undertaken to enable the implementation of the regional credential, and a brief overview of future considerations.

The Northeast Regional Credential

The Northeast Regional Credential will function on the premise that an individual who receives an initial regular certificate could also receive -- upon request -- a Northeast Regional Credential. It will be issued only once and be valid for up to one or two years in the states that are parties to the Northeast Common Market. During this initial one- or two-year period, the individual with a Northeast Regional Credential will have to qualify for certification in the state in which he or she is employed. In that same period, an individual may qualify for a state certificate through transcript analysis or the ICC. If an individual meets a state's requirements before the end of the one- or two-year period, a state certificate could be issued.

Although this procedure was suggested to offer individuals in the early years of teaching greater mobility, an experienced teacher or administrator will also be able to apply for a Northeast Regional Credential. The following section provides an example of how the regional credential will work in the future.

Description of the Northeast Regional Credential in Action

Sarah Brown graduates from a state-approved teacher education program in Vermont. She applies to receive a Professional Probationary Credential from the Vermont Department of Education to teach mathematics. Having obtained a state certificate, she requests that the state also issue her a Northeast Regional Credential.

Unable to find a teaching position in Vermont, Sarah secures one in New York. With the assistance of her Northeast Regional Credential, she can immediately enter the classroom. However, she also understands that she will have to fulfill New York's testing requirement by the end of the two-year term of the regional credential. Not being one to put off the inevitable, she obtains information concerning the Core Battery Tests of the NTE Program (NTE) from the New York State Education Department and registers for the next administration of the NTE Core Battery Tests.

Sarah enters the classroom in September. By the end of her first year of teaching, she has achieved qualifying scores on the NTE Core Battery Tests. She then applies to and receives state certification from the New York State Education Department.

Opportunities and Issues Presented by the Northeast Regional Credential

The establishment of a Northeast Regional Credential as a first step to the creation of a Northeast Common Market offers both opportunities and problems to the individual states that will be participating members. Among the benefits of a Northeast Regional Credential and a regional common market are:

- Both will address the impact of supply and demand. The Northeast Regional Credential and a regional common market will enlarge a state's educator pool, thereby easing the pressure for states with a limited supply of educators in specific certification areas.

- Both will increase employment opportunities for individuals graduating from state-approved institutions within the region.

- Both may encourage the creation of an educator clearinghouse to assist in placement on a regional level (similar to current state efforts in New Hampshire and New York). At a minimum, states will be able to access the centralized system for information on available regionally certified educators in times of shortage and actively recruit them.

- The existence of a Northeast Regional Credential will strengthen the operation of the Interstate Certification Compact (ICC).

- Both may bring about greater uniformity in certification requirements and terms within the region as well as foster greater regional collaboration among institutions of higher education.

- Both may assist in college recruitment as regional colleges with approved programs can offer prospective educators the opportunity to qualify to be employed in seven states.

- Both may help drive uniform testing requirements within the region, especially with the changes in the NTE proposed for 1992.

Among the issues that the Certification Working Group has found difficult to resolve are: the difference in testing requirements among the states, the match between the term of the Northeast Regional Credential and the term of each state's initial certificate, and the difficulty of including special education and vocational education in regional credentialing due to differences in certification titles and educational requirements. These concerns will be further addressed in the following section.

Preparations for Implementation of the Northeast Regional Credential

In August 1988, the chief state school officers of the Northeast -- with one chief expressing reservations -- accepted the Certification Working Group's recommendation and requested that it take the actions necessary to implement a Northeast Regional Credential. In order to make the regional credential a reality, several issues needed to be addressed. Among these were a resolution of the concern regarding differing standards; an identification of the necessary legal and legislative steps; the development of a governance structure and the mechanics of a system that would enable the regional credential to be issued; and a determination of the comparability of the scope, authorization, and requirements for certificate titles issued by the seven states in the region.

Standards. One chief agreed with the concept of the regional credential but had major reservations regarding the abandonment of the standards that his state had instituted relative to the preparation and induction of new teachers. He asked that the group try to find a means to enhance the potential of the regional certificate, while at the same time insuring the adherence to appropriate standards and expectations.

The Certification Working Group struggled with this issue for several months. Its members also wanted to determine a means by which all seven states could participate. In the process, it generated three options to overcome the variance in standards: the maintenance of each state's testing requirements by allowing applicants to meet those requirements before the end of the Northeast Regional Credential's term of validity, the common acceptance of specific scores on the Core Battery Tests of the NTE Program, or the development of a regional test.

In order to assess the appropriateness of each option, the group began by reviewing the status of testing requirements in each of the seven states. It

discovered that requirements varied from several in Connecticut (CONNCEPT[1], CONNTENT[2], and BEST[3]) to none in Massachusetts and Vermont (see Figure 1). Of the instruments used, Connecticut has its own system of tests; Maine, New York, and Rhode Island use the Core Battery Tests of the NTE Program; and the institutions of higher education in New Hampshire employ a variety of activities or standardized tests to assess basic skills at the preservice level.

Initially, the common acceptance of scores on the NTE appeared feasible as three of the seven states utilized it. However, validating the NTE in states that presently do not utilize it would be costly. Cognizant of the tightening of state budgets in several jurisdictions in the Northeast, Certification Working Group members felt that it was unrealistic to ask states that have not instituted testing requirements to validate the NTE in their jurisdictions.

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[1] CONNCEPT, the Connecticut Examination for Prospective Teachers, is a test of essential skills in reading, writing, and mathematics.

[2] CONNTENT is an assessment of subject area competence.

[3] BEST is a comprehensive induction program for beginning teachers. It has two components: support through the assignment of a mentor teacher to each beginning teacher and clinical assessment of professional knowledge for provisional certification.

Figure 1: Teacher Testing Requirements in the New England States and New York

State	Tests Required	Qualifying Scores		Required Prior to Certification	Inservice Requirement	Areas in Which and Dates by Which Subject Area Assessment Is Required
CT[1]	CONNCEPT[2]			X		
	Subject Area Assessment (CONNTENT)[3]	Art	550	X		After 1 December 1988, a passing test score is required in art, business, French, German, home economics, industrial technology, mathematics, physical education, Spanish, and special education.
		Business	570	X		
		French	560	X		
		German	580	X		
		Home Economics	600	X		
		Industrial Technology	600	X		
		Mathematics	580	X		
		Physical Education	560	X		
		Spanish	580	X		
		Special Education	560	X		
						After 1 December 1989, a passing test score is required in agriculture, biology, chemistry, earth science, English, general science, history, health, Italian, Latin, music, physics, and social studies and history.
						After 1 May 1990, a passing test score is required in the area of elementary education.[4]
	Professional Knowledge Clinical Assessment (BEST)[5]				X	
ME[6]	Core Battery Tests of the National Teachers Examination (NTE)[7]	Communication Skills	656	X		
		General Knowledge	649	X		
		Professional Knowledge	648	X		
	Pre-Professional Skills Test (required for provisional teacher certificate not requiring a baccalaureate degree)			X		

Figure 1: Teacher Testing Requirements in the New England States and New York (cont'd)

State	Tests Required	Qualifying Scores		Required Prior to Certification	Inservice Requirement	Areas in Which and Dates by Which Subject Area Assessment Is Required
MA[8]	Massachusetts Writing and Reading Initial Test of Educators			X		
NH	Variety[9]					
NY[10]	Core Battery Tests of the NTE	Communication Skills	650	X		
		General Knowledge	649	X		
		Professional Knowledge	646	X		
RI[11]	Core Battery Tests of the NTE	Communication Skills	657	X		
		General Knowledge	649	X		
		Professional Knowledge	648[12]	X		
	NOCTI Exam[13]			X		
VT	NOCTI Exam[14]					

1. Connecticut State Board of Education, State Educator Certificates, Permits, and Authorizations (Hartford: Connecticut State Department of Education, n.d.), pp. 17-18.

2. Individuals who are seeking formal admission to a teacher education program in Connecticut or certification candidates who are currently seeking initial certification must have evidence of a satisfactory score on each component of any one administration of CONNCEPT or its equivalent, official verification of a combined score of 1000 or more on the Scholastic Aptitude Test (SAT) with no less than 400 on either the verbal or the mathematics subtest or official verification of a composite score of 24 or more on the American College Testing Program Assessment with no less than 20 on the English subtest and 17 on the mathematics subtest, or proof of a total score on the Prueba de Aptitud Academica (PAA) equivalent to a score of 1,000 on the SAT with neither the mathematics nor the verbal subtest score below the equivalent of 400 points. Out-of-state applicants have up to a one-year waiver on this requirement. (Ibid., p. 17; Connecticut State Department of Education, "Connecticut Teacher Assessment Update" [Hartford: Connecticut State Department of Education, 1988], p. 1; Connecticut State Department of Education, "CONNCEPT FACT SHEET" [Hartford: Connecticut State Department of Education, n.d.], p.1; Dinoo Dastur, comment in meeting, 17 June 1988; Dee Sprankle, telephone conversation, 31 January 1989.)

3. Out-of-state applicants have up to a one-year waiver on this requirement. (Dinoo Dastur, comment in meeting, 17 June 1988.)

4. Connecticut State Department of Education, "Connecticut Teacher Assessment Update" (Hartford: Connecticut State Department of Education, 1988), p.2.

5. To receive a provisional educator certificate on or after 1 July 1989, an applicant -- other than those applicants who have had three years of teaching experience in the last 10 years -- shall be required to achieve a satisfactory evaluation on a professional knowledge clinical assessment within one year after commencing teaching in the employ of a board of education. (Ibid., p. 18; Dinoo Dastur, comment in meeting, 13 May 1988.)

6. Maine State Board of Education, Chapter 013, Qualifying Examinations for Teachers (Augusta: Maine Department of Educational and Cultural Services, 1988), pp. 1-4.

7. In Maine, the NTE is required for the provisional teacher's certificate requiring a baccalaureate degree.

8. Passage of the Massachusetts Writing and Reading Initial Test of Educators will be required beginning in 1989. (Felisa Tibbitts, telephone conversations, 5 and 25 May 1988.) Due to lack of funding the implementation of this requirement has been delayed. (Susan Zelman, comment in meeting, 18 January 1989.)

9. Institutions of higher education in New Hampshire set up the criteria for basic skills competence for initial certification. Basic skills competence can be determined in a variety of ways (e.g., standardized testing, grades in basic skills courses).

10. The University of the State of New York, "Memo to Applicants for New York State Certificates Regarding Certification Examination" (Albany: The University of the State of New York, 1987), p. 1.

11. Rhode Island Department of Education, "Application Procedures" (Providence: Rhode Island Department of Education, n.d.), p. 2.

12. Speech/language therapists, social workers, and school psychologists are not required to complete the exam. (Ibid.; Ed Dambruch, written comment, 13 May 1988.)

13. Vocational teachers are required to complete the National Occupational Competency Testing Institute (NOCTI) Exam. (Ibid.)

14. Trades and industry teachers are required to complete the NOCTI Exam. (Donn McCafferty, comment in meeting, 17 June 1988.)

A similar barrier existed to the development of a regional test. Of the three options, it would be the most difficult, costly, and time consuming to achieve. Therefore, on 7 October 1988, the group recommended to the chief state school officers that there be no testing requirements for the regional credential.

Left with one option, the Certification Working Group approached the chiefs with another dilemma -- the length of the term of validity of the Northeast Regional Credential. The basis of the problem was the mismatch between the terms of the regional credential and each state's initial certificate. Currently, the term of initial certificates in the region vary from one year in Connecticut to life in Massachusetts (see Figure 2). Although the majority of states wanted a two-year term of validity or more, they were willing to accept a one-year term of validity in order to enable Connecticut and Maine to participate in regional credentialing.[4] The chiefs' response was that the certificate could have varying lengths of validity.

With the choice of the first option -- maintenance of each state's standards by allowing applicants to meet those standards before the end of the Northeast Regional Credential's term of validity -- and the knowledge of the term of each state's initial certificate, the Certification Working Group has recommended to the region's chief state school officers that they make a Northeast Regional Credential available to educators in the region. It will be valid for up to one or two years.

Legal Action. In December 1988, the Certification Working Group met with attorneys from the state departments of education in the region to identify the legislative or board actions necessary to enable the states to enter into a contract which, in turn, would allow the regional credential to be implemented. Provisions for the initiation of changes in state board regulations were discussed, and a draft contract was developed.

Mechanics of the System. Although the specific system to implement the Northeast Regional Credential has not been designed by the Certification Working Group, its members have offered the following recommendations to the chief state school officers regarding certain aspects of it:

- The eligibility of an applicant to receive a Northeast Regional Credential should be dependent on receipt of state certification in one of the member states.
- Northeast Regional Credentials should be issued, upon request of the applicant, by the state that issues the individual a state certificate.

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[4] Both Connecticut and Maine currently have one-year waivers of testing requirements for out-of-state applicants. However, Connecticut's waiver is a sunset provision and may not be revived in the next legislative session.

Figure 2: Terms of Initial Certificates in the New England States and New York

State	Type of Certificate	Term
CT	Initial Educator	1 yr.
ME	Provisional	2 yrs.
MA	Life Provisional (1993)	Life 2-5 yrs.
NH	Beginning Educator	3 yrs.
NY	Provisional	5 yrs.
RI	Provisional	3 yrs.
VT	Professional Probationary	3 yrs.

- The Northeast Regional Credential should contain issuance and expiration dates and should indicate the scope and content (e.g., Grades 1-8, Science).

- A fee should be charged to cover the cost of processing the Northeast Regional Credential.

- A centralized facility should be responsible for maintaining a centralized database containing information on Northeast Regional Credentials, acting as an educator clearinghouse within the region and evaluating the effectiveness of the regional credentialing process and its outcomes (e.g., educator mobility).

- A Committee of Regional Contract Administrators should be responsible for determining comparability, establishing titles for the regional credential, setting administrative procedures and fees, reviewing certification changes proposed in any of the seven states and their impact on the Northeast Common Market and the Northeast Regional Credential, and overseeing the work of the centralized facility.

- The basis for the implementation of the Northeast Regional Credential should be a contract developed by the attorneys from the state departments of education in conjunction with the Certification Working Group.

- The contract among the states to create a Northeast Regional Credential should include the following language: "Any credential issued by a party to this agreement is considered to be issued by all parties of the agreement."

- Any state that revokes a Northeast Regional Credential must inform the centralized system, which will in turn notify the other parties to the agreement.

Comparability. Finally, in January 1989, the Certification Working Group[5] met to determine comparability of certificate titles/endorsements across the seven states. Their actions were guided by the following principles:

- To ameliorate parochial tendencies and keep the vision of a regional common market in mind;

- To maintain the contractual obligations under the Interstate Certification Compact (e.g., no additional academic or experiential requirements can be levied by a state);

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[5] The Certification Working Group's membership changed prior to this meeting with the retirement of Tom O'Connor in Massachusetts. Participants in this meeting included the authors of this paper, minus Tom, plus Sharon Hartley and Susan Zelman from Massachusetts and Delores Sprankle from Connecticut.

- To create Northeast Regional Credential titles only when all seven states agree upon them, with the exception of the instance when a state(s) does not issue a certificate in a particular area; and

- To issue a Northeast Regional Credential only when the applicant has a major in that area.

The process consisted of a discussion of the title, authorization, and requirements for each certificate by representatives from all seven states. A list of the proposed Northeast Regional Credential titles -- restricted to those upon which all seven states agreed -- are presented in Appendix B.

When the discussion moved away from elementary, secondary, and special subject certificates, the issue of whether all seven states needed to agree on Northeast Regional Credential titles was reconsidered. It was quite apparent that titles, authorizations, and requirements were not comparable across the seven states for special education, vocational education, support personnel, and administrative certificates.

Two alternatives are currently before the Certification Working Group regarding this issue. The first, holding to the original principle, would limit the issuance of Northeast Regional Credentials during the first year of implementation to those upon which all seven states agreed, so that the group had some measure of control over the process and the outcome. A second, noting that shortages are already apparent in special and vocational education, would issue Northeast Regional Credentials whenever at least two states recognized a regional credential title. An options paper, addressing the strengths and weaknesses of each choice, will be presented to the chiefs for resolution.

Future Considerations

As this is an ongoing project, efforts for future activity have already been identified -- and in many cases -- are underway. Further legal actions, efforts to achieve greater levels of comparability, the development of handbooks, the creation of an evaluation design, the acquisition of start-up funding, and involvement of stakeholders are among the activities that lie ahead.

In terms of legal actions, Certification Working Group members and the attorneys from their states are working toward altering language in their state board regulations to allow a holder of a Northeast Regional Credential to be employed in their states. In addition, another outcome of the meeting in December 1988 is that other statutory changes may have to be addressed in the seven states. The two most evident at the present are laws affecting teachers' retirement, as they usually apply only to individuals who have been certified by the state board of education, and laws regarding portability of tenure. If holders of Northeast Regional Credentials would be able to carry their tenure status to new schools, then statutory alterations would be required.

Although the Certification Working Group intends that the Northeast Regional Credential will cover the whole range of areas of certification, it is already apparent that this will be difficult to achieve in some areas. Activity within the region and nationally, particularly in the area of special education, prompted the group to request a joint meeting this spring with special education directors or their designees from the Northeast. The goals of that meeting will be to acquaint these individuals with the Northeast Common Market Project; review the work of formal groups in Massachusetts and Vermont that are reviewing each state's special education certification; examine the work of a federally funded project at the California Department of Education that is to recommend generic certification titles for the eleven federally recognized handicapping conditions; and explore ways to achieve more commonality in certificate titles, scope, authorizations, and requirements in special education within the region.

In terms of vocational education, the Certification Working Group has recommended the creation of a Northeast Regional Credential for Occupational/Trade. As indicated in Appendix B, six of the seven states will be able to offer it. In Massachusetts, vocational educators receive letters of approval from the Division of Occupational Education rather than certificates from the Bureau of Certification. That does not mean that the requirements are any less, but the group is awaiting a decision from the Division as to the comparability of Massachusetts' requirements for approval to those in the other six states.

Without adequate funds, similar procedures, and evaluation data, the states will have difficulty instituting or maintaining the regional credential. Although the Certification Working Group intends to make the Northeast Regional Credential self-supporting, it needs to approach outside sources for start-up funding. A draft of that proposal will be presented for the group's review in April.

Consistency in the implementation of the Northeast Regional Credential will be assured by the development of a handbook as well as the existence of the Committee of Regional Contract Administrators that will oversee its implementation. A draft of the handbook, plus a companion on the implementation of the Interstate Certification Compact in the Northeast, will also be reviewed by the group in April.

With a recommendation on paper, information regarding the Northeast Regional Credential and teacher incentives is being shared with state boards of education, institutions of higher education, and professional organizations in each state for their response. Contact persons in each of the states and at The Regional Laboratory have been identified, and meetings with groups will be encouraged.

Conclusion

In some respects, the Certification Working Group has been operating in a vacuum. It knows that individuals move from state-to-state in the region. It has estimated that 5,000 individuals in the seven states might utilize the Northeast Regional Credential in its first year of existence. However, it awaits the disclosure of the migration data from the MISER study in the summer of 1989 to corroborate its estimate. Then, it will look forward to receiving evaluation data from each year of the implementation of the Northeast Regional Credential to observe whether it does, in fact, enhance mobility and ameliorate educator shortages in the region.

APPENDIX A: INTERSTATE CERTIFICATION CONTRACTS COMPLETED IN THE NEW ENGLAND STATES AND NEW YORK

(as of 9 February 1987)

State	CT	ME	MA	NH	NY	RI	VT
Connecticut		T	S T A V	S T A V	S T A V	S T A V	S T A V
Maine	T		T	T	T	T	T
Massachusetts	S T A V	T		S T A V	S T A V	S T A V	S T A V
New Hampshire	S T A V	T	S T A V		S T A V	S T A V	S T A V
New York	S T A V	T	S T A V	S T A V		S T A V	S T A V
Rhode Island	S T A V	T	S T A V	S T A V	S T A V		S T A V
Vermont	S T A V	T	S T A V	S T A V	S T A V	S T A V	

KEY

S = School Support
T = Teacher
A = Administrator
V = Vocational

APPENDIX B: COMPARABILITY OF CERTIFICATES/ENDORSEMENTS ACROSS NEW ENGLAND AND NEW YORK

Northeast Regional Credential Title	States with Comparable Certificates							Problems/ Explanations
	CT	ME	MA	NH	NY	RI	VT	
ELEMENTARY								
Early Childhood	X		X	X	'93	X	X	CT will only issue a NRC in Early Childhood to applicants who have completed an early childhood program (PreK-grade 3). Neither ME nor NY currently issues an early childhood certificate. ME's current certificate covers K-8; NY's, N-6. NY will issue a PreK-3 in 1993.
Elementary	X	X	X	X	X	X	X	NRC will be issued for elementary, then each state will translate that elementary certificate into the appropriate certificate title in its state. For example, ME's elementary certificate is

APPENDIX B: COMPARABILITY OF CERTIFICATES/ENDORSEMENTS ACROSS NEW ENGLAND AND NEW YORK (cont'd)

Northeast Regional Credential Title	States with Comparable Certificates							Problems/ Explanations
	CT	ME	MA	NH	NY	RI	VT	
								appropriate for grades K-8, so the NRC utilized in ME will enable the holder to teach in grades K-8. In MA, the NRC will enable the holder to teach in grades 1-6.
SECONDARY ACADEMIC								
Bilingual Education[1]	X	X	X		X	X	X	NH does not offer an endorsement in this area.
Biology	X	X	X	X	X	X	X	ME will accept a NRC in biology. The state's handbook for the NRC will allow local superintendents to equate that credential to ME's Life Sciences certificate. In issuing a NRC, ME will do a transcript

[1] This will be an endorsement on a regular teaching certificate in any of the seven states.

APPENDIX B: COMPARABILITY OF CERTIFICATES/ENDORSEMENTS ACROSS NEW ENGLAND AND NEW YORK (cont'd)

Northeast Regional Credential Title	States with Comparable Certificates							Problems/ Explanations
	CT	ME	MA	NH	NY	RI	VT	
								analysis and issue the NRC in the applicant's major.
Business	X	X	X	X	X	X	X	
Chemistry	X	X	X	X	X	X	X	ME will accept a NRC in chemistry. The state's handbook for the NRC will allow local superintendents to equate that credential to ME's Physical Sciences certificate. In issuing a NRC, ME will do a transcript analysis and issue the NRC in the applicant's major.
English	X	X	X	X	X	X	X	
Foreign Language[2]	X	X	X	X	X	X	X	
Mathematics	X	X	X	X	X	X	X	
Physics	X	X	X	X	X	X	X	ME will accept a NRC in

[2] The Northeast Regional Credential will be issued in whatever language the individual has as a major.

APPENDIX B: COMPARABILITY OF CERTIFICATES/ENDORSEMENTS ACROSS NEW ENGLAND AND NEW YORK (cont'd)

Northeast Regional Credential Title	States with Comparable Certificates							Problems/ Explanations
	CT	ME	MA	NH	NY	RI	VT	
								physics. The state's handbook for the NRC will allow local superintendents to equate that credential to ME's Physical Sciences certificate. In issuing a NRC, ME will do a transcript analysis and issue the NRC in the applicant's major.
SPECIAL SUBJECTS (PreK-12 or K-12)								
Art	X	X	X	X	X	X	X	
Health	X	X	X	X	X	X	X	
Home Economics	X	X	X	X	X	X	X	
Industrial Arts/ Technology	X	X	X	X	X	X	X	
Library/Media	X	X	X	X	X	X	X	
Music	X	X	X	X	X	X	X	
Physical Education	X	X	X	X	X	X	X	VT will only

APPENDIX B: COMPARABILITY OF CERTIFICATES/ENDORSEMENTS ACROSS NEW ENGLAND AND NEW YORK (cont'd)

Northeast Regional Credential Title	States with Comparable Certificates							Problems/ Explanations
	CT	ME	MA	NH	NY	RI	VT	
								issue a NRC when an applicant has a major in physical education.
SPECIAL EDUCATION								
Teacher of the Blind and Partially Sighted	?	X	X	X	X	X		CT issues separate certificates for Teacher of the Blind and Teacher of the Partially Sighted. VT does not issue this certificate title but can accept it under its write-in category entitled "Other."
Teacher of the Deaf and Hearing Impaired	X	X	X	X	X	X		VT does not issue this certificate title but can accept it under its write-in

APPENDIX B: COMPARABILITY OF CERTIFICATES/ENDORSEMENTS ACROSS NEW ENGLAND AND NEW YORK (cont'd)

Northeast Regional Credential Title	States with Comparable Certificates							Problems/ Explanations
	CT	ME	MA	NH	NY	RI	VT	
								category entitled "Other."
VOCATIONAL EDUCATION								
Occupational/ Trade	X	X	?	X	X	X	X	MA certificates in vocational education are issued by the Division of Occupational Education rather than the Bureau of Teacher Preparation, Certification, and Placement.
SUPPORT PERSONNEL								
Reading Specialist	X	X	X	X	X	X	X	ME will adjust an incoming Northeast Regional Credential

APPENDIX B: COMPARABILITY OF CERTIFICATES/ENDORSEMENTS ACROSS NEW ENGLAND AND NEW YORK (cont'd)

Northeast Regional Credential Title	States with Comparable Certificates							Problems/ Explanations
	CT	ME	MA	NH	NY	RI	VT	
								title to its state-specific title (i.e., Literacy Specialist). In issuing the NRC, it will utilize the regional title (i.e., Reading Specialist). As ME can issue a state certificate to an individual who has not completed a master's degree, it will only issue a NRC for a Reading Specialist to individuals who do possess a master's degree.
School Guidance Counselor	X	X	X	X	X	X	X	MA, NY, and RI will not issue the NRC to individuals who do not possess a master's degree in guidance.

This issue brief is one of a group of reports about the Northeast Common Market Project. Also available are

- A 10-page paper of the same title without appendices (No. 9060-99, $3.75).
- The appendices (A-J) to No. 9060 (60 pages, No. 9061-99, $9.00).
- *The Critical Role of Teacher Incentives in the Northeast States*, an analysis of current incentives with some broad recommendations for future efforts toward a "Common Market for Educators in the Northeast" (36 pages, No. 9059-99, $8.25).

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